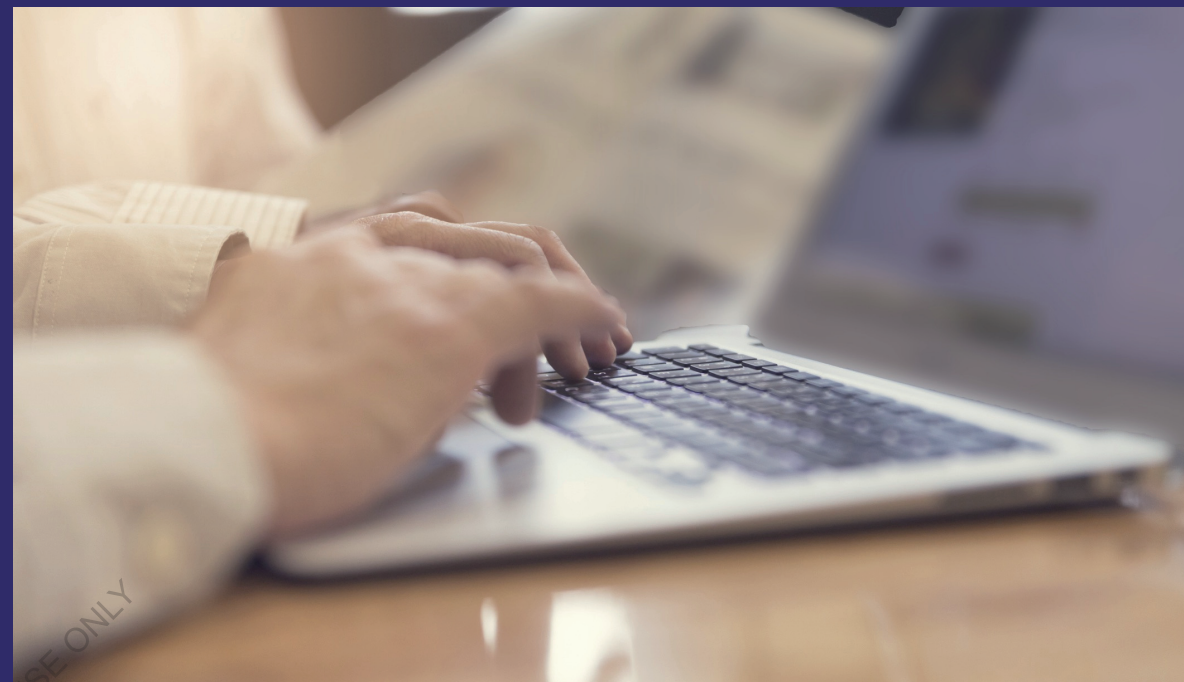


This book analyses student services provided to special children in the special education institutions considering both private and government institutions in Faisalabad. It provides a clear picture of special education services in Faisalabad District and highlights the extent of existing educational facilities for disabled children in the special schools. Special school children of Faisalabad District of both private and government schools were questioned to provide objective and reliable data for the study.

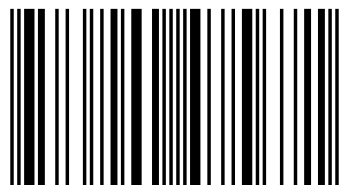


Fatima Mahmood

Special Children in Pakistan

A Comparison of the Student Services Provided to
the Special Students at Government and Private
Special Schools of FSD PK

Fatima Mahmood holds a Master's Degree in Applied Psychology and a Master's Degree in Special Education. She serves as a Headmistress of Government Special Education Centers at Faisalabad for the last fourteen years.



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THE SPECIAL CHILDREN

VI CHILD



P.D. CHILD



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DEDICATED TO

All Special Children Of Faisalabad With Wish To Being Able To Help Them To Become
Effective Members Of The Society

Fatima Mahmood

01/11/2019

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First of all I am grateful to Almighty Allah who showed me the right path to move towards higher education for seeking new horizons of Knowledge I pay acknowledgement to the administration, teaching staff and disable children of all Private and Govt.Special institutions in completing Research Questionnaire: these institutions are

Government Institutions

- 1- Govt. Special Education Center Iqbal Town Faisalabad
- 2- Govt. Special Education Center Jinnah Town Faisalabad
- 3- Govt. Special Education Center Chalk Jhumra Faisalabad District

Private Institution

- 1 Tanzim ul Lisan Main campus Faisalabad
- 2Danish Center Faisalabad
- 2 Tanzim ul Lisan Sahara Centre Smundri Faisalabad District

Fatima Mahmood

01/11/2019

Chapter 1

INTRODUCTION

According to United Nation funding there are more than 600 million people suffering from disability. Majority are belong to under develop countries UN declare 1980's decade for disable persons and 1981 international year of disable persons later in 2006 UN passed a legal frame work on the rights of person with disabilities 2006 and demand to make rules and regulations for disabled so to provide them with equal opportunities in life Disability ratio according to census organization 1998 in Pakistan is 2.49% of all population however who 2010 report point out that disability ratio is up to 10% of total population (CR UNICEF 2016)

Disable person's employment and rehabilitation ordinance 1981(CR Lari., Z.S. 2006). Of Pakistan pointed out importance of care and welfare of special persons in Pakistan i promised to ensure making such polices as for the education, independent living, social wellbeing, educational and medical facilities and social welfare of special persons and also diagnosis and treatment of special persons. Govt. also announced 1% quota which latter converted in to 2% quota for job in private and govt. sector

The Got. of Pakistan National Policy for Person with Disability 2002: it emphasized the provision of multidisciplinary approach and multidimensional planning promised to develop plan of action in few years for the wellbeing and rehabilitation of disable person include all Govt. semi Govt. and no's resources and also activate family, community and society for the

welfare of disable person policy contain vision, message and guide line principles to achieve objectives no discrimination of race, color religion is aimed

National Plan of Action for Disabled Person's and Disabilities 2006 (CR Mughees Ahmed Abdul Basit Khan Fozia Nasem (2011)). It is based on national policy 2002 to implicate it mission and goals it set immediate (up to 2009) and long term planning (2025) goals immediate or short terms goals includes establishing data base for person with disability in all districts ensure quality education, employment, self-employment, shelter workshop is aimed to provide medical facilities are also included as a goal primary, secondary and tertiary preventive care ensure and provide medical and total rehabilitation are aimed to provide vocational training media and community education etc. the long-term goals include construction of buildings and barrier free environments in all public, private commercial places by law, railways Special Citizen Act 2008(CR Saeed Ahmad and Prof. Dr. Muhammad Youssef 2011). Many relies in fare of buses, railway; reservation of seats for disable person in public Transport facilities (e.g. ramp footpaths) for physically disabled and blind Implementation of government policy provision of incentives to special children at school level.

For the clarity of concept: "Student services" These are services provided to the students at school e.g. Concealing or stipend student services provided to special students are the services provided to fulfill their individual needs there are many services provided to special students at schools these could be classified as Financial support stipend Goods free uniform, transport Human resources voluntary services role of NGOs Specialist services psychologist, special teachers Why These Services Are Provided? (Gredler, 2009).

Following Incentives are recommended to provide by Punjab govt. policy and plan 2002. 2006 and 2008 Free education, free uniform, free books/ Braille books library facilities, monthly stipend /scholarships ,free speech therapy, school psychologist, vocational teachers, occupational therapist, physio therapist, special education, vocational teachers, teaching assistant, participation in extracurricular activities, parent teachers associations Govt. building, safe suitable building design, clean and sweet drinking water, open space ,Free transport, hostel facility, educational toys /games, electronic Av aids, assistive device, entertainment, Mena bazaar, vocational class, Braille equipment, ayah/attendant audiology services, vocational guidance and training, employment guidance service, telephone service. Face book net service email connection school management council.

The provision of student services are part and parcel of every modern education policies As Student services are beneficial and important that is why these are provided throughout the world to provide services including financial and educational services is a part of national plan and policy(2002, 2006) Student services are good positive reinforcement for parents of special children and children him/herself There are certain needs for which certain services are required egg services of Ayah for MC children, need of speech therapy psyche therapy suitable building library playground and so on Student services are good motive for special children and their parents to send disable children to special school Media involve project services present as well as need of these services to the community and govt. official Delivery of service satisfied parents of disable children Teachers, administration and also society involve in the provision of services to disable school going children this is a source of social Satisfaction and involvement Islam teach us to provide charity of money as well as volunteer services for the help of needy and disable Many NGO's and govt. services

available for special children e.g. special education budget, Sahara NGO, Foreign NGOs and Missionary organizations. It is provided for child benefit. It produces attraction in education for children and teachers.

The National Policy For The Person With Disability 2002 based on UNO charter is fully implicated after the announcement of National Plan of Action for Disabled Person's And Disabilities 2006. Few researchers tried to evaluate its implication effects. This study also focuses its efforts to see effects of National Plan and Policy in the context of provision of student services. And will also try to find out what is the actual picture in special schools At Faisalabad District. The difference of student services present between Private and Government special schools.

1.1 Statement of the Problem

The variable under study is provision of student services in Govt special schools as compared to Private special schools. The focus of study is to gain information of extent and nature of facilities provided and their comparison to see if Govt. Special Schools provided more services or Private Special Schools do so in Faisalabad district? Further its reasons and effects will also be studied. Thus this research is designed to study 'A comparison of services provided to special students in private and Govt. special education institutions at Faisalabad District'.

1.2 Research Objectives

The present research is about student services provided to special children in our special education institutions considering both private and government institutions in Faisalabad district. The main objectives could be given as under

1. To examine and give a clear picture of special education services in Faisalabad District and To highlight the extent of existing educational facilities for disabled children in the special schools of Faisalabad District
2. To Compare services provided at Govt. and private institutions
3. To find out difference between services given at Govt. and private and study its effects.

1.3 Research Question

The research questions are based on objective given and problem statement pinpointed The research question then tried to answer by data collected So to clarified problem statement of the research The research questions should be objective, clear and measureable..In present study research questions are

Q.1: Are services inquired, in Questionnaire, are actually provided in schools? And what are there provisions?

Q.2: What is the result of Comparison of the services provided at Govt and private schools? IS it statically being significant?

Q.3: What are the differences in services provided at special Govt and private schools and what may be its effects?

1.4 Research Method

(i) Population:

The special students studying in govt. or private institutions of Faisalabad district All teaching and non-teaching staff and general administration of schools was also included in research population There are 7 govt special education centers exist in Faisalabad Districts 3 in town and 4 in tehsils these are GSEC Iqbal town , GSEC Jinnah town, GSEC Lyallpur town, GSEC Jaranwala, GSEC ChakJhumra, GSEC Tandlianwalla and GSEC Summundri there are more than 1000 disabled children are studying in these institutions Private special Education schools are also present in town and tehsils most prominent are Tanzim Uli-San Private school system for the disable children there are one main campuses in FSD and various Sahara campus outside the city.

(ii) Sample:

To collect representative sample systematic sampling technique was used due to nature and demand of research only 3 institutions each from total population describe above were taken from the existing Govt. and private schools of special education there were GSEC Iqbal town GSEC Jinnah town and GSEC Chak Jhumra are chosen as govt. special education centers Similarly Tanzim-Uli-San main and Sahara centers FSD and TanzimulisanSahara center Summundri were selected as Pvt. special school for research purpose These were similar thus could be compare easily and better representative of population From these centers sample of 50 disable students form govt. and 50 from Pvt. schools was taken ($50+50=100$) Only class 4 and 5 children of all disability type were taken and class teacher is asked to deliver questionnaire This is because disable children are difficult to communicate and only mature enough age group was selected so that they could give authenticated response

(iii) Research Instrument:

Questionnaire were used for research purpose and answers will be marked on the questionnaire by class teacher. Reasons for selecting questionnaire as tool for research as: It is objective and reliable. Gives permanent record of subject responses. Statistical procedures could easily be applied on data. The disabled children (subjects) are likely to be not educated enough to read & answer the questionnaire. Thus class teacher was filled the questionnaire and marked their response on questionnaire. The class teacher was a good choice as she has Rapport for communication which fulfilled need of special empathy and attachment so to reveal their true response.

(iv) Data Collection and Analysis:

The questionnaire was administered by the class teacher the researcher was remained present in the same room to observed the procedure. Same standard procedure was repeated in each special school to provide standard administrating procedure so to get valid and reliable response. 20 students was given questionnaire in each special school ten subjects daily. To ensure provision of student services the researcher actually visit all school and keenly observe goods and services available. Statically procedures was applied on data collected. First of all data was arranged by constructing the table and graphs. Bar graph was constructed. To compare the results of got and private institutions. The pie chart displayed summary of result. F test was applied to test difference between the mean of 2 groups and to find out that got and private school yield significantly different results or not.

1.5 Significance of Study

Research topic is up to the mark there is a need to appraise new Govt. policy announced since 2006 for the implication of 2002 plan approved by parliament and it is in community and parents of disable children interest that factual knowledge about student services for special children must be evaluated and community must be informed in this respect

- To provide up to date information about services provided by private and Govt. special school at Faisalabad
- To provide factual information whether these services actually exists at school level? media and public interest involvement comparison of student services available at Govt. and private special school
- To improve existing theoretical and practical knowledge it is s of administration interest as well as important for academic studies that valid and reliable findings may add and may give initiation to further research
- To point out differences in services available and its effects satisfy curiosity of parents and public what they are searching for and cost of service available is also play a role in making choices by parents
- Providing data about special children and Govt. policy implication effects estimation help authorities to make decisions headmasters/headmistresses may be able to see their standing in open market and at higher level it may provide basic data that's determine success or failure of policy in real life situation in front of still higher authorities and foreign delegates such report share bits of information

compile to through light upon justification of budget spending efforts make for success etc.

1.7 Definition of Important Terminology

Common Special Needs: include sensory disabilities HI and VI, learning disabilities ,physical disabilities, Speech and language disorder and developmental disabilities , intellectual disorders MCC .For students with these special needs are send for special educational services include special teaching methods , the use of AV aids and assistive technologies, special schools or special resource room in normal schools(William, 1981).

Disability and Handicap: Any Temporary permanent Physical or functional Los which do not let the person to act as normal person or hinder in performance for example HI person hearing organ do function properly which led to words complete or partial hearing loss. Consequences of disability or handicap: For Example HI could not communicate verbally it is a handicap.

Continuum of Placement: There is order in placement decision based on diagnosis.

1. Disable child is sent to normal class (Mild Moderate disable)
2. Normal School and class but few classes in resource room for special education.
3. Separate school setting (Sever to per found disable)
4. Hospital school and near home school

Accommodations : (a) Curricular adaptations: for special need children who could not be benefitted from general education curriculum a different relatively simple curriculum is design by Got which is implicated in special schools or resource rooms of normal schools.

(b) Adopting Deficit by altering environment e.g. ramp construction for physically handicap persons or Adopting class work by using alternatives such as Braille or tape recorder for VI
Assessment: class test during or at the end of semester use to monitor or evaluate child progress. These tests are based on curricular objectives and promote policy implementations and according to course book or syllabus provided and what teacher teaches to student in classroom Assessment outcome reflect child abilities and learning Assessment in classroom could be formal or informal aA special education teacher could develop educational plan base on IEP recommendations or special needs of the special children.

Assistive Technology (AT): Assistive technology compensate individuals with disability to function as normally as possible For example hearing aids to moderate hearing impaired person provide opportunity to hear near to normal Assistive technology can include hardware, software , computer, churches , wheel chairs, tape recorder, DVD and TV, AVaids that assist people with disabilities

Individualized Education Program (IEP): It is a written plan of action specially design according the specific needs of the children It include blue print of all services recommended for special need child It is approved by school committee also called IEP Team including parents of special child class teacher administrative head of school and psychologist etc. Which decide about child educational services advised by specialist It is a legal document in developed countries like USA (Smith, 1998).

Chapter 2

REVIEW OF RELATED LITERATURE

The provision of student services for Disabled children at special need education institutions both private and Govt is necessary part of Govt. Educational policy. The student who cannot be benefitted from normal routine educational services and diagnose as special need children are provided with special education services through out the world. At present literature review the provisions of special education and related services were analyzed in the context of educational policies and development plans.

2.1 Provision of Special Education Services in the Context of Plan and Policies Review:

UNICEF, (2016) reported that there are above 650 million persons are disabled in the world. The most of disabled population belong to under-developed countries. Their number may be increase due to natural disaster or terrorist attacks. The 1981 was declared as the international year of disabled persons through out the world. The aim or mission was to develop awareness among people of member states regarding the rights of disabled persons. This year 1981 was celebrated in Pakistan as well.

Mushes, (2011) studied that Pakistan as being member of UNO also took various steps towards welfare and rehabilitation of special persons compliance Pakistan. Since 1981 when *“First ordinance was passed for special population had also being playing its role in this dimension”*. The Pakistan census organization (PCO) 1998 pointed out that the individuals

with disabilities constituted 2.49 per cent of the total population. According to the “*WHO* (2010 CR UNICEF 2016), disabled individuals are of 10 per cent of the world population

2.2 Special Education in Educational Policies of Pakistan

Danni, (1986) explored various policies after creation of Pakistan. He pointed out that the Government first recognized the importance of education of special need person in the Commission on National Education (1959).

2.2.1 Report of the Commission on National Education (1959)

Youssef, (2011) pointed out that The government of Pakistan realize that the importance of education of special need persons and their teachers.in (1959) The Commission focused the following major areas:

- i. For the education and rehabilitation of special children, teachers should play roll for helping these children to achieve independent living in society and a satisfactory source of employment if possible.
- ii. It was recommended that for almost all of the disability types, the general education should be combined with vocational education so that the individual may be able to earn his own living
- iii. The society is also take responsibility for these children as asked in the report of the Commission. Due to limited resources, it was suggested that NGOs or community should play role in the education of the handicapped.
- iv. Medical and educational services of NGOs or private charity organizations was demanded

.v. To overcome the shortage of HR and finance resources it was suggested that a partnership between the Government and NGOs should be developed for the services of handicapped persons.

vi. The Government suggested need of on job teachers training programmers for teachers working in the institutions for disable persons. The .overseas scholarship for training were also recommended

The Education Policy (1972-1980) In the Education Policy (1972-80), emphasized the need to opening new institutions and strengthening the existing ones, for the handicapped children The National Education Policy and Implementation Programme (1979) .focus of attention was to introduce new system for the better outcome. Major focus attention was the Policy statement, education, treatment, rehabilitation of the disable persons The moral and religious aspects are also emphasized for the betterment of the disable persons.

The programme emphasized

- (i) Provision of general education as far as possible along with the vocational education of the right type
- (ii) Free educational facilities sponsored by got. and private sector
- (iii) One teacher-training institute for the deaf and dumb would be opened in Sind and another for Blind in the Punjab.
- (iv) The efforts of NGOs were promoted to support and coordinate existing system
- (v) Opening new special schools and improve the conditions of the existing ones
- (vi) . Active involvement of Health, Social Welfare and Industry was incuraged

- (vii) . The adopted curricula and syllabi of special education were made in according to the needs and requirements of the disabled persons as well as society (Ahmad2011).

The Disable person's employment and rehabilitation ordinance 1981(CR Lari., Z.S. 2006)

It was the first constitutional efforts for the special persons in Pakistan. . Under this ordinance, the National Council for the Rehabilitation of Disabled Persons was established to formulate policy for the rehabilitation and welfare of the disabled persons I It include health education and survey of disabled persons. The ordinance asked provincial governments to establish the Provincial Councils for the Rehabilitation of disabled and for the implementation of the projects launched by the government. Under Disabled Persons (Employment and Rehabilitation) Ordinance one per cent Quota for job was reserved for special persons in all government and private sectors which were later enhanced to two per centThe years1983-1992 was declared as the Decade of the Disabled by UNO with aim to develop national strategy for the resolution of problems of all disability categories. Thus, the Ministry of Health, Special Education and Social Welfare work together for the National Policy for and this was in fact the first policy on special education in Pakistan.

The National Policy, 1986 was concerned with issues like

- (i) organizing services for the disabled
- (ii) the implementation of programe, and the curriculum.
- (iii) The disability wise position of special people: i) Mental disability 21%, ii) Visual impairment 15% , iii) Hearing impairment 9%, iv) Physical disability 33%, v) Multiple disability 19% and vi) Not classified 3%.

2.2.2 The National Policy for Special Education, 1999

The National Policy for Special Education (1999) It emphasized the need to change in public attitudes towards the disabled and importance of media to highlight the successes of persons with disabilities (Ahmad AND Youssef 2011).

2.2.3 National Policy for Persons with Disabilities, 2002

National Policy for Persons with Disabilities (2002) was the first full-fledged National Special Education Policy its aim is to satisfied need for the education and rehabilitation of the disabled both by government as well as by the private sector. It admit the right of disable persons of free and appropriate education and training and demand personal commitment of the persons concerned . The goal of the policy was to provide employment to the disable person without any discrimination of caste, religion, gender so that they could fully realization their full potential in all spheres of life as possible.

The policy was formulated by keeping in mind background information about the number of disabled persons in Pakistan(i) WHO estimates of 10% of the population (ii) The National Census, 1998 indicated a low estimate of 2.49% of the total population. The dispute of different disabilities as given in by the 1998 census are Physically Handicapped (19%), Mentally Handicapped & Insane (14%), Multiple Disability (8.21%), Visually Impaired (8.6%), Hearing Impaired (7.40%), others, not classified but included as disability (43.33%)

2.2.4 Areas of Focus and Special Attention

The National Policy for Persons with Disabilities, 2002 emphasized

(I) Early Intervention(ii) survey and data gathering(iii) health. The goal of the policy was the empowerment and rehabilitation of persons with dis and education emphasized to develop abilities for the realization of their full potentials. To achieve these goals, prevention, diagnosis, guidance and counseling, etc. was proposed in the policy.

2.3 Education and Training

The Directorate General of Special Education (DGSE) and National Trust for the Disabled (NTD) at the federal level and there of shoots at provincial level along with NGOs joined the movement and initiated special projects .At the International level, the special education also gain weight and become essential part of education policy . Therefore, integration and mainstreaming of children with disability in normal system of education is promoted at all levels. Following measures were proposed for to achieve the goal:

- Use of Assistive devices
- Working to gather at federal, provincial and district governments level
- Curriculum adaptation
- Provision free services.

The MA and MED in special education at the university level was planned. The training institutes like National Institute of Special Education (NISE) were proposed to further strengthen their programme of Teacher Training and Research to improve special education services..

To achieve the target, the policy concentrated on

(i) Vocational Training, Employment and Rehabilitation

.(ii) Research and survey

(iii) Advocacy and Mass

Sports and recreation

Building design etc

Institutional Mechanism

i. The instructions start from top level federal got for the field of special education the Ministry of education and Special Education were proposed to fulfill the objectives, laid down in this Policy.

ii. ,The provincial governments are responsible to purpose and set action plans for public and private sectors.

iii. The District governments also play its own role for example play role in integration of children with disabilities in normal schools situated in local bodies system.

iv. The community has it own role for example NGOs in the field of community social work were planned to uplift of persons with disabilities.

v. The involvement of professionals, and local and international organizations at large encourage working for special person

2.3.2 Policy National Plan of Action for Disabled Person's and Disabilities 2006: It Is Based on National 2006

It is based on national policy 2002 to implicate its mission and goals it set immediate (up to 2009) and long term planning (2025) goals immediate or short terms goals includes establishing data base for person with disability in all districts ensure quality education, employment, self-employment, shelter workshop is aimed to provide medical facilities are also included as a goal primary, secondary and tertiary preventive care ensure and provide medical and total rehabilitation are aimed to provide vocational training media and community education etc. The long-term goals include construction of buildings and barrier free environments in all public, private commercial places by law, railways (Ahmad AND Youssef 2011).

2.3.4 Special Citizens Act, 2008:

Special Citizens Act, 2008 seeks to provide social associability at low cost, The special persons should be given priority while crossing the roads and traffic police should be responsible for its implementation(Right to Concessions in Movement, 2009).

Special Citizens (Right to Concessions in Movement) Act. 2009 was developed in 2009 which seeks to provide reduce rates to special citizens in all modes of public and private transport and also

- i. Duty Free Import of Car:
- ii. Banking Services

- iii. The Department of Education and Skills (Policy, Legislative and Enforcement Framework
- iv. Data collection and Need Assessment
- v. National Trust for the Disabled Persons:
- vi. Continuous Media Campaign: Beside other legislations for children right in UK most recent legislation works are
- vii. Special Education Student Services in Other Countries

2.3.5 UK Traditional Ways for Special Education (EPSEN) Act 2004

The Education for Persons with Special Educational Needs (EPSEN) Act 2004 like USA IDEA emphasized inclusive setting for special children as first priority but in extreme disability cases they may study in separate classroom at normal schools or separate special education school. The placement decision depends upon results of screening test and other relevant reports by psychologist or medical practitioners. The Department's policy is to achieve as much integration as possible (Section 2 of the EPSEN Act). The decision about educational provision is made at school; the decision may be made between inclusive educational provisions at normal school or segregated setting in special school depends upon nature and severity of disability and its social. Pupils are entitled to various social services at schools including special school transport service and the school bus escort service.

Latest Trends

For children and young people identified as having special educational needs or disabilities (SEND). The services provided included psychologist, social workers, speech therapist, special

teachers There are also introducing a more effective and transparent system of support for children and young people with SEND.

Actions

- introducing a co-ordinate assessment process to determine and monitor education, health and care need
- replacing special needs i.e. separate plan for children and young people with complex needs
- introducing personal budgets offer for EHC plan so to choose which services are best for them
- involve local commissioners to work in the interest of children and young people with SEND and
- improving communication between different services
- To ensure educational provision for pupils with SEND, we are
- funding specialist training for teachers and talented support staff working with children with SEND
- to help young people with SEND prepare for adulthood and life outside the education system to making sure that EHC plans from year 9 onward for a young person provided after school

- Ensure supported internships, designed to help young people with SEND learn the skills they need at job

Latest Bills and Legislation

Children and Families Act 2014(CR EPSN 2004) for children and young people identified as having special educational needs or disabilities (SEND)

Implications

Early diagnosis of the children

Educational support and facilities provided

Introducing a more effective, transparent and accountable system of support for children and young people with SEND

USA :Modern Trends And Issues

A Guide to Disability Rights Law (ADA 2009)

The history of special education in usa is trace back to 1965(ADA 2009), the Elementary and Secondary Education Act (ESEA) was passed by Congress. Later ESEA was combine with by the Civil Rights Act of 1964(ADA 2009) Within the next decade, the education of disabled children was funded by a separate law: the Education for All Handicapped Children Act of 1975 (EAHCA) (Individuals with Disabilities Education Act USA up date (2004) Over a 35-year span, the law was revised and became the Individuals with Disabilities Education Act (IDEA), the latest of which was revised in 2004 and called the Individuals with Disabilities Education Improvement Act (IDEIA). Now a days recent up dates also

include how it will be implicated in school education As ESEA now IDEIA is also administered and practiced. IDEIA has four sections that cover the Free and Appropriate Education (FAPE) of 6.6 million disabled children who are age 0-21

Part a (General Provisions)

Part B (Assistance for Education of All Children with Disabilities)

Part C (Infants and Toddlers with Disabilities)

Part D (National Activities to Improve Education of Children with Disabilities)

2.3.6 Special Education Funding

Funding is under control of federal govt. The govt. adopt policy of minimal rejection for enrolment. The placement criteria include identification of conditions fit into 13 disabilities categories defined for IDEIA by some expert . :

. The federal government demand authentic plan of action for provision of funding. Under each state's laws, an Individualized Educational Program (IEP) is constructed for each child receiving services the child is to be placed in the Least Restrictive Environment (LRE) for education.

2.3.7 Current Funding Challenge

Federal Underfunding: The Education for All Handicapped Children Act (1975) (or Individuals with Disabilities Education Act USA up date (2004) included legislation for funding local programs through state distribution of 40 percent of the cost. "Full funding" (40

percent) has never happened; the actual amount has varied. There were federal funds covering from up to 10 percent of the cost to states ten years ago

2.3.8 Implications for Developed Countries

In the US, reductions in welfare payments resulted in drop in attendance and school had disappointing outcomes. It may be that positive incentives for attendance will work better if provided regular basis... For example, Slavin, Cheung, Groff, & Lake (2008) (or Individuals with Disabilities Education Act USA up date (2004))

Recently Slavin, Lake, & Groff . pointed out highly favorable response to financial assistant than anything else these are mostly US professional development and technology approaches that could be readily replicated in the UK. All results show positive response towards financial incentives and they would likely affect all students, not just those who need incentives to come to school.

2.4 Special Education in Neighbors Countries

2.4.1 India

Like Pakistan the history of special needs education in India (CR UNICEF, 2009) could be trace back to pre-independent India, Though schooling for special children was not common and mostly run by parents NGOs After independence various legislation reforms were introduce and efforts for there implementation were made for example universalization of elementary education (UEE), India concentrate on enrolment and retention of *all* children . The Early Childhood Care and Education (ECCE) schemes aim at health and educational development of children. The Integrated Child Development Services (ICDS) is one of the

most widespread ECCE provisions in the country at present. There are also pre-school Social Welfare Board and private ngos. However, policy of inclusion for children with disability is still lacking. Similarly, there is no coordination in primary health care, or ECCE programme implemented by various government departments and voluntary agencies.

Various project run by UNICEF also there such as The Project for Integrated Education for Disabled (PIED) was launched by government with the assistance of UNICEF in 1986. The success of this project resulted in the centrally sponsored scheme Integrated Education for Disabled Children (IEDC) in 1992. The objective of the scheme is to provide inclusive educational opportunities to children with disabilities in ordinary schools so as to facilitate their retention in the school system. In recent years two major programme that have been launched by the government are worth noting:

District Primary Education Programme (DPEP) with the support of the World Bank has implicate inclusive programme by IEDC programme for children with disabilities into the regular school system.

Sarva Shiksha Abhiyan (SSA), or 'movement to educate all', aims at achieving UEE by effective decentralization, sustainable financing interesting curriculum, community-owned planning etc. The role of the NGOs also there to reaching the people with disabilities and supports the same through various grants-in-aid. Comparison of special education provision in other neighbor countries shows similar trends for example in India, UNICEF's(2013)report on," the status of disability in India 2000 states", point out that there are approximately more than 30 million disable children in India. The enrolment level in general education is high up to 90 % but in special education is very low i.e. 5% in schools . Government and NGOs are

initiating new strategical plan for inclusive and segregated special education. These include improving policy guidelines, improving practices, introducing on job teacher training programs, and recruit special teachers. In the past few years govt. and private sector show greater concern and increased awareness towards these children. They launched the District Primary Education Programme (DPEP) in 1994(CR UNICEF's(2013) so to provide more strength to current efforts. The Indian govt. passed and implicated Equal Opportunities and Rights of Persons with Disabilities Act 1995 International standard legislation that emphasizes rights of disabled persons for better educational provisions and socio-economical rehabilitation of people with disabilities. There is "free education for children with disabilities up to the age of 18 years must be provided in an appropriate environment". A standard is set for inclusive schooling, community-based programs were encouraged similarly private sector encourage to play a role in promoting inclusion, and teacher asked to take steps in this dimension, on job training for primary school teachers is encouraged class teachers is asked to identify and support the needs of disabled children

In recent times, the demand for integrated and inclusive education seems to be growing; however, not many systematic initiatives have been taken at the national level to educate children with disabilities. The quality of the existing education and the enabling school environment for the disabled child, the inclusive education advocates also believe that an improvement in these areas is needed before children with disabilities can benefit from inclusive education. The education of children with disabilities is under the Ministry of Social Welfare and Community development in India)

2.4.2 Bangladesh

In Bangladesh religion and religious organizations also play role in the rehabilitation of special children. It may be due to the religious faith of the people of Bangladesh (CR; UNICEF, 2009). These religious organizations play role in special school as well. The separate schooling for disabled children adopted as part of the national education arrangements, which lead to separate school systems for students with special needs in Bangladesh. Such system resembles with that in Pakistan. The segregated schooling for special children are also there in Pakistan as well. The special education provisions also include.

- Home-based schools in which specially trained tutor visit home for disabled students education.
- Inclusive education is also aimed to be introduced for special students
- Distance education is also being used for special children with use of multimedia and print materials involving parents or tutors
- Inclusive education is new field and only introduced by NGO education programme mostly based on non formal education

In Bangladesh, special school system is the only source of education and training for disabled children. Like Pakistan more popular way of teaching is segregate education for special children. In recent times, need for inclusive education and mainstreaming is felt

But due to the nature of public demand and lack of resources both financial and HR it is still limited to few NGOs. The govt is also playing role in developing special education as up to date like all other neighbor countries

The education of special children (and adults) in Bangladesh is under the Ministry of Social Welfare and Department of Social Services (DSS). The recent issue under study and striving for implication is the introduction of inclusive setting in normal schools. The professionals in this country also influenced by international trend and advocate inclusive education. There is growing realization that inclusive education could be the best option for education of children with disabilities considering the financial constraints. (UNICEF, 2009)

Research Review up Date

A similar comparative study of private and govt. schools in use show that the students from govt. schools if provided with fee voucher to study in private schools as a beneficiary of got school for low income families children showing high achievement level at public school results show that such children show high gain in private sectors (Simon Appleton 1997) thus stipend for better schooling in private sector may result in improved performance research on financial incentive for teacher and school service in general Parsons, N. L., & Meniere, M. J. (2014). points out improvement in poorer areas, early primary grades as well as higher grades (mullein and chin 2008 cr parsons, n. l., & Meniere, m. j. (2014) Zambia hardship allowance for rural area teacher . Mozambique policy bonus for teachers for move to rural areas brazil 1998cr parsons, n. l., & Meniere, m. j. (2014) fund for institution maintained and development of basic education Uganda hardship allowance Yemen incentive provided to teachers in remote rural positing (beneveniste , marshal and araujo2008 :caparisons, n. l., & Meniere, m. j. (2014) rete and devas 2007 after research in india point out that if teachers are announced to provide incentive for students high performance than students are more likely to show high achievement level

same is true for Pakistan i.e. bonus pay for teachers if students performance is of high level. A research on 'role of incentives in learning', examines which one or both is more effective: individual and/ or team incentives, can it improve student learning and performance? if individual incentives are provided to students for some specified behavior or learning outcome. Only student who is reinforced after desired behavior could be able to achieve target. If more than one student is arranged in teams and assessment based on the team average, results showed that incentives can have a positive effect for all students, because the average team abilities due to the provision incentive move toward the target and there is also an incentive to help each other within teams. A team therefore finds out to be more effective because it is more likely to achieve the target and force all team members to work harder. However, team incentives may be lacking coordination (Mousse P. Blimp 2010).

If one surveys various phenomena of education—such as planning, organization, administration,—the researcher could gather a variety of data, focusing attention on educational injustice and inequality. Specially may exist in developing or even developed countries. The researcher may point out that the implication of government is there and the research focus could be directed towards economic planning and control. Such survey could provide a wealth of information about best investment a nation could make. For Developing Countries Education Policy is an essential and integral part of national development plan (Paul T. Hill 2013).

Primary Education Stipend Project in Bangladesh aims to increase the educational enrolment in primary schools by cash payment (stipend). The Results of study shows that Education participation increases in poor families of Bangladesh by providing stipend as an incentive.

for primary education. Similar research in 2007 provided same results. This study examined the effects on special education enrollment of provision of direct state funding (stipend). The results of this study showed increase (62%) in enrollment after provision of stipend. Karein Tietjen (2003).

Bangladesh, BRAC's Children with Special Needs program provides assistive devices /student services, including, ramps to school buildings, wheelchairs, glasses physical therapy and surgery, to ensure access of children with disabilities to education. NGOs given importance for health services and support for rehabilitation services, In Kenya the Education Assessment Resource Centers play central role in providing these and other such services in other countries as well NGOs help to build government capacity to provide assistive devices, surge KareinTietjen (2007).

Current update in Bangladesh focus it attentions to the provision and scope of inclusive education It is very important way of providing education to special need children . It scope encompass less economical pressure on individual and national basis It also has the capacity of provision of education to majority of special population To implicate such plan for special children Bangladesh need to develop better educational policy and planning strategies .For example mass awareness, teacher training and involvement of media. In a current research the student teacher is asked to respond to issue like inclusion of student with special needs The paper use both quantitative and qualitative data towards inclusion of special children in normal class. The individualized interview was conducted with 20 pre-service teachers who were studying one public university in Bangladesh. The research findings indicate that majority of the teachers have unfavorable attitudes to include students with SEN in regular classrooms. The reasons may be lack of knowledge and under standings about disabilities

Moreover large no of students workloads, fix curriculum are identified as barrier towards IE reform (Saiful, 2013).

The policy making for special person and study its impact on society is very important for community welfare . The educational policy has direct effect on special persons educational, social wellbeing What if policy is not up to the mark The implementation of policies is also not up to the mark there is need to refresh appraisal of current situation in special schools both in got and private sector to observe weather facilities announced in got plans and polices provided to the special students or even if such facilities exist in special school? it is for this reason present study survey special school children to find out if they had actually been provided with the incentives announced.

Similarly Special 'Education is new and not very familial field in Pakistan However it is gaining weight day by day Got had started to open new special school since 2005 As developing country Pakistan lack funds and resources for this new branch of education. As compare to general education sector, the mass of special needs education is too small . The special schools not only provide educational facilities but also emphasized vocational training, rehabilitation works and self help skills provided to disabled children. The plan and policy review pointed out that Pakistan got could not give importance to special need education because of other large problems which need urgent tackling After. Among other reasons, lack of financial material and, human resources was the major one in this context. For example first attempts to develop policy for special persons is after 1970 Before this first report, the Commission on National Education (1959) do not mention special education .) The Education Policy (1972) and the National Policy and Implementation Programme (1979) gave importance to special education. After five-year plans of that time. The Directorate

General of Special Education, Islamabad formulated a comprehensive National Policy for Special Education in 1986 and revised it in 1988 to highlight needs of special persons. After that a special education policy was formulated in 1999. Recently, Government of Pakistan has launched a new National Policy for Persons with Disabilities 2002, which is still under implementation process.

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Chapter 3

RESEARCH METHODOLOGY

This study intended to check the current status of provision of student services in Gov. and private special education institutions. It was a comparative study. Comparative type research is used to define features of a population or phenomenon being studied. This research is used to define and comprehend the current situation in special education institutions specially related to provision of student services. Comparative research deals with the status or interaction that exist, views that are kept, procedures that are going on, consequences that are visible, or things that are evolving (Best, 2006).

3.1 Research Design

This is a comparative and descriptive study depends upon numerical data. A questionnaire for students was designed to acquire related data about the study. Questionnaire was used to get quantitative data about the provision of student services in government and private institutions of special education in district Faisalabad.

3.2 Population

The special students studying in govt. or private institutions of Faisalabad District All teaching and non-teaching staff and general administration of schools is also included in research population.

3.3 Sample

To collect representative sample systematic sampling technique is used due to nature and demand of research Only 3 institutions(two in Faisalabad city and one in Chak Jhumra) are taken from total 11 Govt. institutions of Faisalabad District Among private schools one largest Tanzim-uli-san is selected 9 two branches in Faisalabad city and one Sahara center in Smundri) selected as Pvt. special school for research purpose These are similar thus could be compared easily and better representative of population A sample of 50 disabled students from govt. and 50 from Pvt. schools was taken ($50+50=100$) Only class 4 and 5 children of all disability type was taken and class teacher is asked to deliver questionnaire along with researcher This is because disabled children are difficult to communicate Only mature enough age group was selected so that they could give authenticated response.

3.4 Research Instrument

Questionnaire was used for research purpose and answers were marked on the questionnaire by class teacher Reasons for selecting questionnaire as tool for research is: It is objective and reliable. Gives permanent record of subject responses. Statistical procedures could easily be applied on data. The disabled children (subjects) are likely to be not educated enough to read & answer the questionnaire. Thus class teacher will fill the questionnaire for

the child and mark their response on questionnaire class teacher is good choice as she has Rappaport for communication which fulfill their need of empathy and attachment so to reveal their true response.

3.6 Validity and Reliability

Validity and reliability of research tool is essential to acquire effective, specific and precise results. The provision of 35 student services are to be identified while using two pointed rating scale given on questionnaire. The questionnaire prepared for this study is given in Appendix A.

The reliability of research questionnaire was checked and tried to improve through testing . Cranach Alpha was applied to check the reliability of the items. After selecting and sharpening the research items final analysis is made

Table 3.1 *Reliability Analysis*

Cranach's Alpha	No of Items
.826	35

Table 3.1show that the reliability of the instrument was computed as 0.926.

3.6 Collection of Data

Researchers collected data by visiting herself to respective institutions However, to collect data from Chuck Jhumra. Special education center ,the questionnaire were mailed to the respective headmaster It was not difficult to access to respondents for the collection of data. Collected data was kept confidential by the researcher.

The questionnaire will be administered by the class teacher, the researcher was also remained present in the same room to observed the procedure Same standard procedure will be repeated in each special school to provide standard administrating procedure so to get valid and reliable response 20 students will be given questionnaire in each special school 7 subject daily To ensure provision of student services the researcher actually visit all school and keenly observe goods and services available

Filling of research questionnaire is a unique experience. The subjects were cooperative. They show positive response towards research and try to give accurate answers. The questionnaire was completed in one sitting. Questions were simple. The researcher observed that the subjects were tried to give as fair answer as they could.

3.7Data Analysis

Data were analyzed by using statistical procedures. Researcher arranged the raw data according to research requirements. So to answer research questions . Researcher arrange the data on tables and graphs apply test to find out facts. Results and finding were witten in the end . Discussions and Recommendations were made on the basis of results.

Chapter 4

ANALYSIS OF DATA

The purpose of this chapter is to present analysis and interpretation of data relating present research. For this reason applied Educational research are used including parametric tests and graphic representation

4.1 Result preparation

After completing Questionnaire administrations one piled up all questionnaire together to prepare results. For result following procedure is adopted.

Weight allotment

First of all, all that response which are in favored of student services are weight as “ 1 ” and the response which are not favor of student services provision is weight “ 0 ” all questions and their response are evaluated and weight as “ 1 ” or “ 0 ” . Then 1 or 0 are added and scores are written on table. (Table 1 of data analysis and representation)

4.2 Analysis of Demographic variables

4.2.1 Gender wise classification

Gender	Frequency	Percent
Male	57	57.0
Female	43	43.0
Total	100	100.0

Table 1 show that male students were 57(57.0%) and female students were 43(43%) from the gender wise classification.

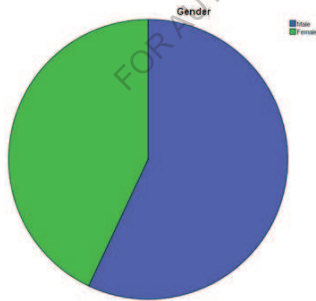


Fig. 1 shows Gender wise distribution of sample

Percentage of Female special students (43%) take part in present study by Green color;

Percentage of Male special children (57%) take part in present study in Blue color

4.3 Age wise classification

Age	Frequency	Percent
10-15	71	71.0
16-20	29	29.0
Total	100	100.0

Table 2 shows that students were 71 (71.0%) 10-15 years old and 16-20 year students were 29 (29.0%) from the age wise classification.

Figure 2 (Pie Graph)

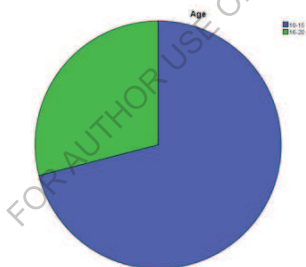


Figure 2 show Age wise distribution of sample

Percentage of special students age 10-15 years = 43% take part in present study by Green color; Percentage of age 15- 20 special children (57%) take part in present study in Blue color

4.3 Analysis of responses

Q.1: Are services inquired, in Questionnaire, are actually provided in schools?

The services inquired, in Questionnaire, are actually provided in school

The analysis of responses in table 3 is helpful in giving answer to this query

Table 3 is given as under:

Table 3

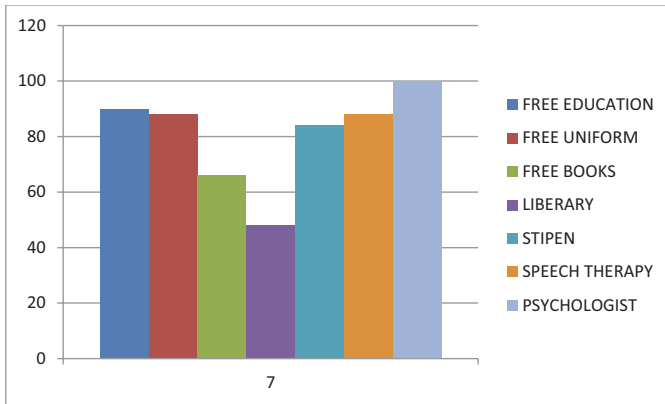
Sir no.	Student services				Total row scores of both got. and private students					Percentages of yes response			
					x+y					%			
1	Free education				90					90			
2	Fee uniform				88					88			
3	Free books				66					66			
4	Library				48					48			
5	stipend				84					84			
6	Speech therapy				88					88			
7	Psychologist				100					100			
8	Physiotherapy				55					55			
9	Audiologist				86					86			

10	Class teachers				96						96			
11	Vocational teacher				68						68			
12	Music teacher				73						73			
13	Self help skills				79						79			
14	Physical exercise				60						60			
15	Play ground				49						49			
16	Nat taboo				93						93			
17	Parent teacher meeting				93						93			
18	Building ownership				47						47			
19	Good building condition				84						84			
20	Drinking water				76						76			
21	Free pick and drop				86						86			
22	Teaching equipment				67						67			
23	Perkin brailler				86						86			
24	Educational toys				74						74			
25	Av aids				54						54			

26	Assistive devices				95					95			
27	TV DVD				63					63			
28	Teaching assistant				88					88			
29	Aya /attendant				85					85			
30	Social activities				93					93			
31	Vocational guidance				60					60			
32	Hostel				42					42			
33	First aid				98					98			
34	Telephone service				100					100			
35	Web page				98					98			
	Total				2677								

Mean score= $m = \text{total freq.} / 35 = 2677/35 = 76.49 \rightarrow 76.49\%$ average

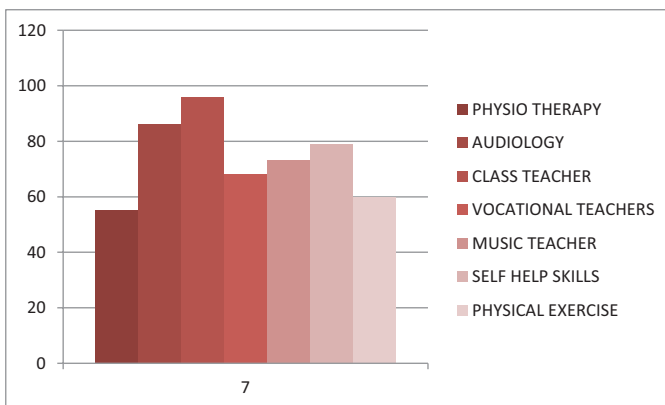
Table 3 show total frequencies of 'yes' responses of special need children of both govt. And private special institutions of Faisalabad District and there percentages Mean(M) of data is higher than 75% (3rd quartile) and statistically significant So it is concluded that, The services inquired, in Questionnaire, are actually provided in school Table 3 is represented graphically as under for clear understanding.



Graph no 1 Shows student services along x-axis and percentage

Of its provisions along y-axis

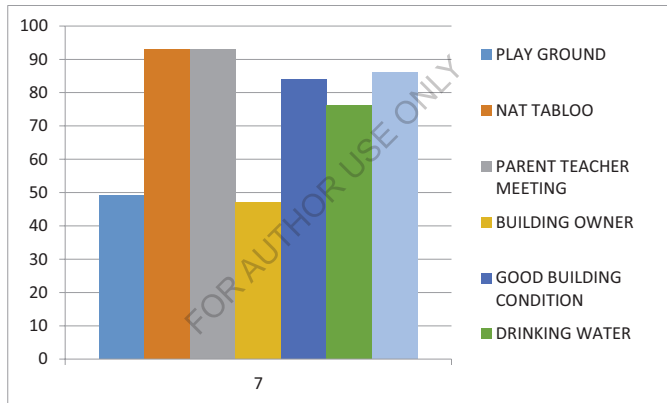
Graph no 1 Shows percentage of student services given in table 3 provided to the disable students at both got. And private special schools at Faisalabad District. The 7 student services are taken along x-axis and percentage of yes responses are taken along y –axis, 7 columns are draw. All services are above average Only Free books and library fall below average



Graph no 2 Shows student services along x-axis and percentage

Of its provisions along y-axis

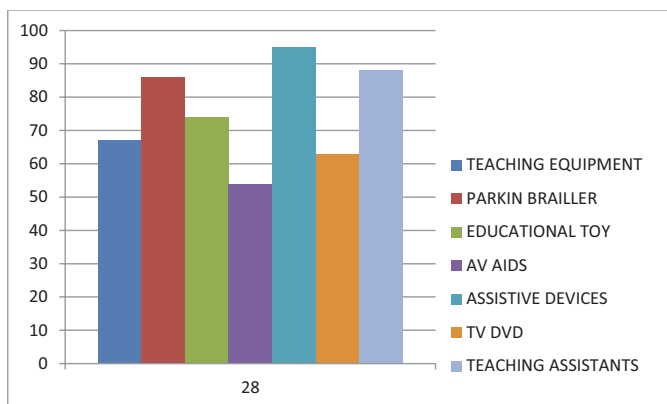
Graph no 2 Shows percentage of student services no 8-14 given in table 3 provided in both got and private special schools at Faisalabad District the 7 student services are taken along x-axis and percentage of yes responses are taken along y –axis, 7 columns are draw. All services are above average Only Physic- therapy and Physical exercise fall below average



Graph no 3 Shows student services along x-axis and percentage

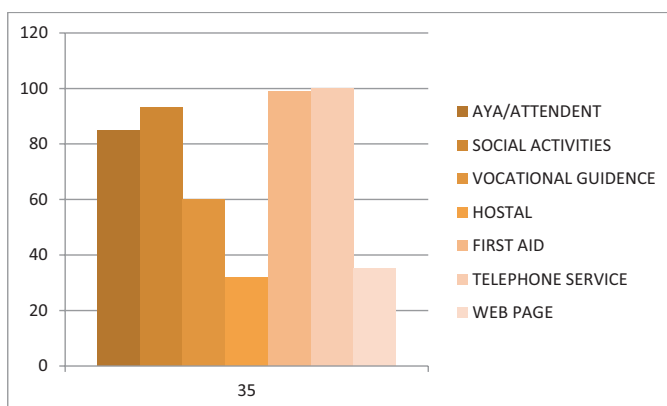
Of its provisions along y-axis

Graph 3 Shows percentage of student services no 15-21 given in table 3 provided in both got and private special schools at Faisalabad District the 7 student services are taken along x-axis and percentage of yes responses are taken along y –axis, 7 columns are draw. All services are above average only playground and building ownership fall below average.



Graph no 4 Shows student services along x-axis percentage its provisions along y-axis

Graph 4 Shows percentage of student services no 22-28 given in table 3 provided in both got and private special schools at Faisalabad District the 7 student services are taken along x-axis and percentage of yes responses are taken along y-axis, 7 columns are draw. All services are above average Only Teaching equip.AV aids and TV, DVD fall below average.



Graph no 5 Shows student services along x-axis percentage its provisions along y-axis

Graph 5 Shows percentage of student services no 29-35 given in table 3 provided in both got and private special schools at Faisalabad District the 7 student services are taken along x-axis and percentage of yes responses are taken along y axis, 7 columns are draw. All services are above average Only Vocation Guidance, Hostel, and Web page fall below average.

Q.2: What is the result of Comparison of the services provided at govt. and private schools? IS it statically being significant?

Table 4. Give Comparison of services provided at govt. and private schools

In Table 4 F-test is applied to give data as given below. F- Test is chose due to nature of data obtained

Table 4 Showing Comparison Of Row Scores(Yes Response) Of Got And Private Special Schools' Students										For the application of F- test	
Sir No	Student Services			Got Special Schools			Private Special Schools				
				Row Scores X	X Square		Row Scores Y	Y Square			
1	Free Education			50	2500		40	1600			

2	Free Uniform		50	2500	38	1444			
3	Free Books		841	58	39	1521			
4	Library		0	0	48	2304			
5	Stipend		45	2025	39	1521			
6	Speech Therapy		45	1521	49	2401			
7	Psychologist		50	2500	50	2500			
8	Physiotherapist		6	36	49	2401			
9	Audiologist		37	1369	49	2041			
10	Class Teachers		48	2304	48	2304			
11	Vocational Teacher		19	361	49	2401			
12	Music Teacher		31	961	42	1764			
13	Self Help Skills		35	1225	44	1936			
14	Physical Exercise		10	100	50	2500			
15	Play Ground		0	0	49	2401			
16	Nat Taboo		45	2025	48	2304			
17	Parent Teacher Meeting		45	2025	48	2304			
18	Building Owner		0	0	47	2209			

19	Building Condition Good		35	1225		49	2401			
20	Drinking Water		28	784		48	2401			
21	Free Pick And Drop		47	2209		39	1501			
22	Teaching Equipment		43	1849		29	841			
23	Perkins Brailier		41	1681		27	729			
24	Educational Toys		25	635		49	2401			
25	A V Aids		5	25		49	2401			
26	Assistive Devices		46	2116		49	2401			
27	TV &Did		19	361		44	1939			
28	Teaching Assistant		39	1521		49	2401			
29	Aya/Attendant		46	2116		39	1521			
30	Social Activities		44	1939		49	2401			
31	Vocationalguidence		11	121		49	2401			
32	Hostel		0	0		42	1764			
33	First Aid		50	2500		48	2304			

34	Telephone Service			50	2500		50	2500				
35	Web Page			48	2304		50	2500				
	Total			1116	4616		1561	6866				
					7			9				
				N1=3			N2=35					
				5								
				Mx = $1116/35 = 31.885$			My = $1561/35 = 44.6$					
		Null Hypothesis Ho: Mx = My	-----									
	F Test Applied											
	Results Of Calculations											
	1 SS Total	12462										

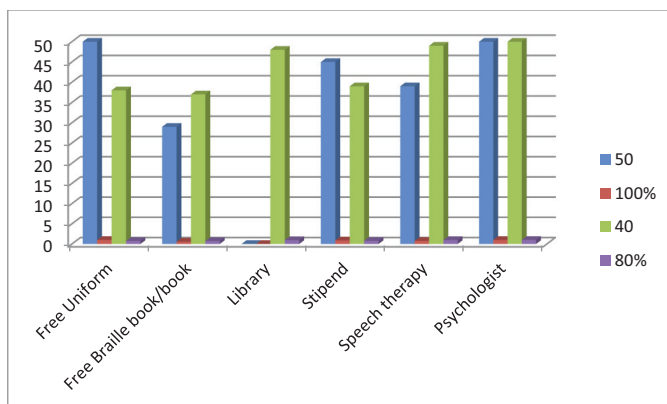
	2 SS	3275											
	Among=												
	3 SSw = 12462-												
	3275												
		=9187											
			Source						F-				
			SS	df					ratio				
			Among 3215	1					23.81				
			=3215										
			Within 9187	68									
			=135										
			Critical values of F										
			for the 0.05										
			significance level>										

[illegible]

table 4 show application of f-test on data obtain from questionnaires

The table 4 show application of f-test on data obtain from questionnaires after application of f-test on special student responses results show that the there is significant difference between samples means the and private special schools mean is significantly higher than got special school so private special schools provide more student services than got. School For graphical presentation of comparison of student services bar diagrams are given based on

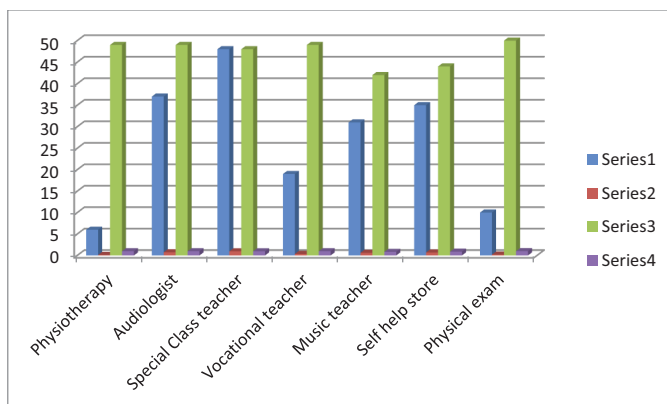
Table4



Bar-diagram 1 blue represents government special schools

and grey represents private schools

In Bar-diagram 1 blue represents government schools and grey represents private schools. Graph showing comparison of data obtained from private and Govt. Special school. With the help of this diagram one could compare response of both x and y groups on each student service. Student services are written on x-axis and percentages of yes response on y-axis. Blue Bar could easily compare with green bar in length. In above diagram Free uniform, Free Books, Library, Stipend, Speech Therapy, and psychologist services are compared.

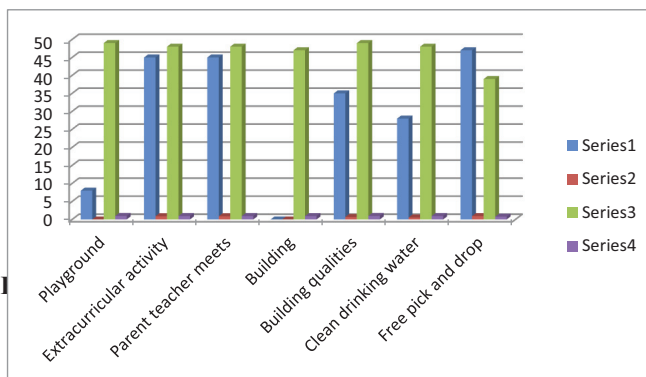


Bar-diagram 2 blue represents government special schools

and grey represents private schools

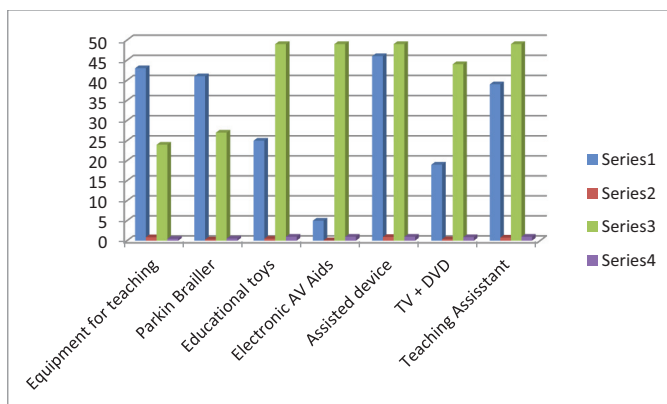
Bar-diagram 2 blue represents government schools and green represents private schools.

Graph showing comparison of data obtained from private and Govt. Special school: With the help of this diagram one could compare response of both x and y groups on each student service Student services are written on x-axis and percentages of yes response on y-axis Blue Bar could easily compare with green bar in length. In above diagram, Audiologist, Class Teachers Vocational Teacher Music Teacher Self Help Skills Physical Exercise.



Bar-diagram 3 blue represents government schools and green represents private schools.

Graph showing comparison of data obtained from private and Gov. Special school: With the help of this diagram one could compare response of both x and y groups on each student service Student services are written on x-axis and percentages of yes response on y-axis Blue Bar could easily compare with green bar in length In above diagram Nat Taboo, Parent Teacher Meeting Building Owner Building Condition Good, Drinking Water, Free Pick And Drop.



Bar-diagram 4 blue represents government special schools

and grey represents private schools

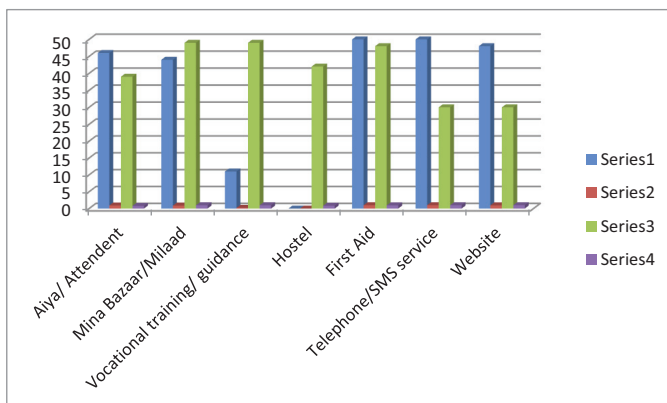
Bar-diagram 4 blue represents government schools and green represents private schools.

Graph showing comparison of data obtained from private and Gov. Special school. With the

help of this diagram one could compare response of both x and y groups on each student

service Student services are written on x-axis and percentages of yes response on y-axis Blue

Bar could easily compare with green bar in length in above diagram.



Bar-diagram 5 blue represents government special schools

and grey represents private schools

Bar-diagram 5 blue represents government schools and green represents private schools. Graph showing comparison of data obtained from private and Gov. Special school. With the help of this diagram one could compare response of both x and y groups on each student service Student services are written on x-axis and percentages of yes response on y-axis Blue Bar could easily compare with green bar in length in above diagram.

Q.3: What is the difference in services provided at special got? And private schools and what may be its effects?

Table 5 explained Services provided at special got. And private schools and there effects

Table 5

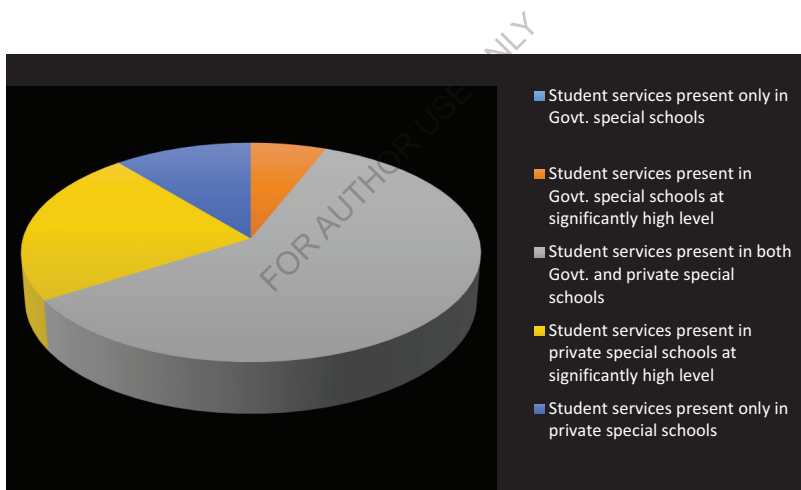
Student services	yes/ x	%	yes/y	%	Difference
Free Education	50	100%	40	80%	significant
Free Uniform	50	100%	38	76%	significant
Free Braille book/book	29	58%	37	74%	N/significant
Library	0	0	48	96%	significant
Stipend	45	90%	39	78%	N/significant
Speech therapy	39	78%	49	98%	significant
Psychologist	50	100%	50	100%	N/significant
Physiotherapy	6	12%	49	98%	significant
Audiologist	37	74%	49	98%	significant
Special Class teacher	48	96%	48	96%	N/significant
Vocational teacher	19	36%	49	98%	significant
Music teacher	31	62%	42	84%	significant
Self-help store	35	70%	44	88%	N/significant
Physical exam	10	20%	50	100%	significant
Playground	8	0	49	98%	significant
Extracurricular activity	45	90%	48	96%	N/significant

Parent teacher meets	45	90%	48	96%	N/significant
Building	0	0	47	94%	significant
Building qualities	35	70%	49	98%	significant
Clean drinking water	28	56%	48	96%	significant
Free pick and drop	47	94%	39	78%	N/significant
Equipment for teaching	43	86%	24	48%	significant
Parkin Brailler	41	32%	27	54%	significant
Educational toys	25	50%	49	98%	significant
Electronic AV Aids	5	10%	49	98%	significant
Assisted device	46	92%	49	98%	N/significant
TV + DVD	19	38%	44	88%	significant
Teaching Assisstant	39	78%	49	98%	significant
Aiya/ Attendant	46	92%	39	78%	N/significant
Mina Bazaar/Mila ad	44	88%	49	98%	N/significant
Vocational training/ guidance	11	22%	49	98%	significant
Hostel	0	0	42	84%	significant
First Aid	50	100%	48	96%	N/significant
Telephone/SMS service	50	100%	30	100%	N/significant
Website	48	96%	30	100%	N/significant

SIGNIFICANT < 20%: NOT SIGNIFICANT > 20%

The table 5. Simply showing freq of yes response in data obtained by questionnaires

Table 5 is constructed to differentiate student services provide similarly in both private and Govt. Special schools with dissimilar services It classified student services present in 5 categories Student services only present in got. School, student service provided significantly higher in got special schools similar services provided in similar manner in both got and private schools, services provided in better manner in private schools student services provided only in private schools A Pie chart 1 is drawn to present above table graphically



Pie graph 1 showing percentage of student services base on table 5

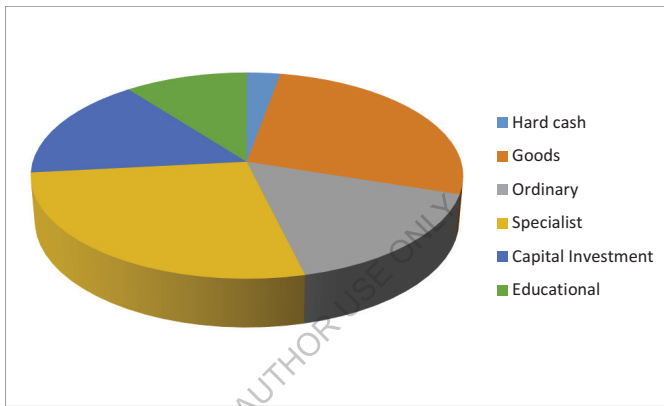
student services provided in got schools at significantly high level is 6% Colure orange
Student services present in both got. and private special schools 60 % colure grey Student

services present in private special schools at significantly high level 23% colored orange

.Student services present only in private special schools 11% colored blue.

Financial services		HR services			
Hard cash	Goods	Ordinary	Specialist	Capital Investment	Educational
Stipend	Free education	HR services	Speech therapist	Building	Self-help skills
	Free uniform	Aye/attendant	Psychologist	Library	Nat/tableau
	Clean drinking water	Teaching assistant	Physiotherapist	Playground	Parent teacher meeting
	Free pick and drop	Telephone/SMS service	Audiologist	Safe building design	Social activities
	Teacher equipment	Website	Physical education teacher	Hostel	
	TV/DVD	First Aid	Vocational teacher	Electric AV aids	
	Assisted devices		Special education teacher		
	Perkin Braille		Music teacher		
	Audiovisual Aids		Employment related guidance		
3%	28,5%	17%	28.5%	17%	11.5%

Table 6 Comparing various services available at Private and Got. special schools these services are categorized as Hard cash 3%,Goods 28%,Ordinary services17% Specialist services 28%Capital Investment,17%,Educational services11% All 35 student services under study are classified under these heading As given in table above This table is graphically presented as under with the help of Pie Graph 2



Pie Diagram 2 various categories of student services and there percentages

Pie Diagram 2 based on table 5 various categories of student services and there percentages The hard cash cover 3% area of pie graph color blue goods cover 28.5% area of pie graph Color red ordinary services cove 17% area of pie graph color grey specialist services cover 28.5% area of pie graph color orange capital investment cover 17% area of pie graph color dark blue and Educational services cover 11.5 % area of pie diagram color green.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1 Summary

To start discussion about research finding we will first study the informal observational data reported by researcher in methodology chapter under standard procedure heading. The questionnaires are filled at schools of disable children at Faisalabad district schools are situated in both town and tehsil level the questionnaire filled by school teacher in the presence of researcher. This is because the teacher has a good rapport with disabled children as they are sensitive and difficult to communicate with. They respond to familiar person so to reveal their actual response. Thus it saves time and efforts to administer questionnaires. The questionnaires administered in school daily setting as a part of routine work in the familiar environment. And do not disturb daily routine. The administrative staff and teachers were interviewed by the researcher to confirm the presence of student facilities mentioned in the questionnaire. The researcher, during his visits, observed school activities and belongings to verify the presence of goods and services by observations. All these findings are positive (Gredler, 2009).

Thus results are reliable and valid to ensure that information are based on facts The initial informal information confirm that Student services mention in questionnaires do exist as the research herself inspect the site and children and provided to the student's other related staff i.e. Management and teachers also confirm the presence and delivery of student services in

both govt and private special education centers at Faisalabad. The student responses were analyzed and the results show that the students of government schools respond 62 percent yes to the provision of student services and private schools students respond 92 percent yes to the provision of school services at their respective schools. (Table4.71) Thus the high value of yes response is given in both government and private schools. Disabled children indicate that student services announced by the government in their educational policy actually provided in the schools. However Mughees Ahmed et al. 2011 in his research articles reviewed policy matter for special children in Pakistan. He criticized the implication of policy matter in government and private schools. He critically evaluated that actual practice is not satisfactory as it should be. In another research, plans and policies may result in dramatic implications. As it is still under observation and newly formed, it should be evaluated in near future so to judge its effectiveness at Tehsil, town, private sectors, NGOs and community level organizations. Thus this will justify present research to see glimpses of policy implication and its effectiveness in real situations Brief review of policy 2002 could be review from the beginning, first the results of census 1998 (CR policy, 2002).

The policy aim i) to enhance no of students in special schools ii) motivate parents iii) study extend of policy implication iv) actual reality of existing situation in govt and private institutions v) need for improvement and so on Though the results of the research show a high level of positive response towards the delivery of student services both in the government and private school level: whether it indicates policy success? It is yet to be discussed. The result of research base On school going disabled children in Faisalabad District belong to 4th and 5th class of special school The research data on disabling children reveals that there are number of such children present in Faisalabad district special schools Total number of

special schools in Faisalabad district are 11; got schools could accommodate 1500 disable children whereas special schools in private sector could accommodate not more than 1500 disable children Tanzim- uli- san has pool of 800 disable children enrolled in Faisalabad other Special Private School Do Not Have Capacity More Than 700-800(UNICEF 2013).

Total enrolment is approximately about 3000 disable children in Faisalabad District actually studied in schools other probability of enrolment is mainstreamed children in normal schools data on such disable children indicate that are approximate 2.49% of total population (national policy, 2002) Such data on special children indicate that only minority of disable children could study in schools majority of them could not get admission due to shortage of schools and facilities studies of who and UNICEF (2013) pointed out that as population in south east Asia is less educated thus the parents of disable children denies presence of disability and do not register them as disable many don't think that they could be educated attitude of society is also important which do not consider disable children worth of normal life thus got polices could only be implicated to small ratio of special children enrolled in special Schools That is why we could not claim policy success in this sense. The private and schools provide access to more educational services for disable children than Govt. schools are compared to the provision of student services available, for this purpose F test applied to data collected see table 4.81 result show that means of Govt. special school provision of student services are not equal to mean of private special education school student services provision and that mean of private special education schools is significantly higher than govtschool at .99 confidence level thus private special ed school further analysis see table 5 show that:

1. The similar services provided = 63%

2. Significantly high services provided in govt special schools = -8.5%
3. Significantly high student services provided in private schools = 20%
4. Services present only in govt schools are = 0
5. Services only provided in private schools are = -8.5%

As illustrated in pie diagram 1 given in result. Thus, services provided in private special schools are larger in magnitude and range as compared to student services provided in govt schools it is similar pattern as observed in other developed and under developing countries for example in the USA, UK, India, and Bangladesh where private schools provide more facilities to their students as compared to govt schools this may be due to availability of funds and other resources less no. of students studied in private school.

Types of incentive offered by special schools see table 6 categorized as

1. Financial
2. Recourses
3. Capital investment
4. Educational data analysis

Full range of student facilities available in private schools whereas limited range are present in govt schools. Facilities lacking are of capital investment categories see table 6 private schools have an own building, library, Hostel drinking water etc. as compared to govt schools which lack these facilities.

Finding

- The careful study of data analysis reveals that the Student services chalk out in questionnaire are actually exist in both Govt. and private institutions (Table 4.71)
- The collective average of both private and Govt. special schools is above 70% thus student service provision rate is high and special school management could claim that they do provide services mentions to many special children in special schools(Graph4.72-4.76)
- F-test reveals that within group variance is not equal to between group variance and the F-ratio analysis reveals that provision of average services in private institutions are higher than Govt. schools (Table 4.81)
- The inequality of student services could also be observed by the help of (Bar Diagrams 4.82-4.86) Comparing extend of variability among student services
- The service provided by private schools cover all range of services given in questionnaire but Govt. schools lake some facilities see(tables 4.91-4.92)of data analysis for detail the categories of student services are classified as financial services ,capital investment , educational services human resources management services see Pie Diagram4.94
- The data analysis show that few school services provided in Govt. and private special schools are yet similar (with little difference) in some cases private special schools provide services to more students than Govt. schools some other instants some student service has higher personage in Govt. schools some student services only provided by private schools see table 4.93 of Data Analysis And Pie Diagram 4.95

5.2 Conclusion:

- From above discussion it could be concluded that student services exist and provided to the special students in private and got schools at Faisalabad District.
- The difference between quality and quantity of services exist private special school provide more services than got schools.
- The reason of these differences could be understand due to difference in approach while keeping in mind top down and bottom up theory so private local schools are more socially oriented and have roots in community.
- The policy of got may be successful but there is large discrepancy in number of students benefitted than actual number of diable students present thus got efforts may lost its effectiveness.

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Discussion

What these difference significance as discuss earlier these differences observed in other countries as well such as UK, USA, Bangladesh and India usually good private schools ranking higher in education delivery and facilities provided for example use offer scholarships for public school students to study in private schools research result show that this improve achievement level even though belong to low socioeconomic families research on student services show that incentive Improve children achievement level in special education (Simon Appleton May 1997)

Comparison of special education provision in other neighbor countries shows similar trends for example in India, UNICEF's(2013)report on," the status of disability in India 2000 states", point out that there are approximately more than 30 million disable children in India.The enrolment level in general education is high up to 90 % but in special education is very low i.e. 5% in schools . Government and NGOs are initiating new strategically plan for inclusive and segregated special education. These include improving policy guidelines, improving practices, introducing on job teacher training programs, and recruit special teachers. In the past few years got. and private sector show greater concern and increased awareness towards these children. They launched the District Primary Education Programme (DPEP) in 1994(CR UNICEF's(2013) so to provide more strength to current efforts. The Indian got. passed and implicated Equal Opportunities and Rights of Persons with Disabilities Act 1995 International standard legislation that emphasis

rights of disable persons for better educational provisions and socio-economical rehabilitation of people with disabilities. There is "free education for children with

disabilities up to the age of 18 years must be provided in an appropriate environment". A standard is set for inclusive schooling, community-based programs were encouraged similarly private sector encourage to play a role in promoting inclusion, and teacher asked to take steps in this dimension ,on job training for primary school teachers is encouraged class teachers is asked to identify and support the needs of disable children .

Similarly, Bangladesh special education programme also introduce financial assistant programme such as tern for special children (UNICEF'S, 2013) the results of studies show improvement in enrolment in special schools recent report on special education and inclusion in south Asia by UNICEF also discuss other factors in this connection the children with disabilities are find it difficult to adjust themselves in society and also in education. The Convention on the Rights of the Child (CRC) demands equal rights for disabled children in education, society personal well being and independent living so to enjoy decent life, according to UN standard. The educational Declaration (1994) (CR UNICEF'(2013) favors inclusive settings in regular classrooms and pinpoint it effectiveness in safeguarding the right to education children with special educational needs. The inclusion process of including children with disabilities in mainstream classes is important as in this way more special children could be educated with less HR requirement and less spending of funds It is a recommended method for providing education through out the world for the majority of children with disabilities.

"The right to education and access to quality education for all disable children", which are key components of several international agreements are also followed by all South Asian countries as well. The UNICEF Medium Term Strategic Plan (MTSP) for the period 2002–2005, to implicate long term goal of UNICEF 'all children must have access to and complete

an education of good quality'. Progress has been made in achieving this goal and providing access to education for all children in all countries of South Asian region specially children with disabilities (UNICEF 2013).

Alphonsus O. Isidiho , Mohammad Shatar, B. Saban 2016 -studies top down and bottom up community program-me and point out that as other got educational organization got. special schools are also the example of top –down program- me Bottom – Up The work up date done on bottom – top, also referred as people's participation with reference to their specific interests In the bottom up program-me local people's express their views and mold the development course according to their own views and expectations For example community group could show their interest in charity or donation for special students they may play a role parents of special children by creating parental organizations could offer voluntary service for their and other children Such Bottom-top community Action approach is usually locally focused and has roots in local community. So it support local private schools which has origin and roots in local community and it's administration listen there problems and understand their needs the got organization has set rules which they has to follow They are govern by top Gov. structure, from top to bottom and to gain social attention or community action they must adopt working roles as community demands. Bottom –top approach means looking toward communities in implicating various decisions and evaluate their implicational capacities, effects and then make any decision towards its continuation or modification at different levels

The private special education schools are an example of bottom up organizations and relative smaller than govt. Organization and locally oriented both top-down and bottom-top approaches in community progress and development are related in case got. special schools

so improve work efficiency.. Hence the mix approach is more advice able in place of both extremes of top down or bottom up program-me

Thus effectiveness and better result of private special schools may be because these are local and has roots in local community understand the needs of parents and special children and could arrange charities donations and HR support also could get funds from private NGOs and Govt. organizations i.e. Punjab special education organization budget or from usher and zakat department got organization run from top to bottomhas to fix rule and standards to implicate do not monitor by community directly comparison of special education services of Pakistan with few neighbors and developed countries:

5.3 Recommendation and Suggestion

As point out elsewhere the study results could only be generalized to Faisalabad population the only school going 4th and 5th class disable student were selected as research sample sampling technique was systematic sampling technique it is not a random sample. The research project could be extended to more cities so to get represented sample of whole Punjab so to get result could be generalized to Punjab as a whole the ratio between n enrolled and register children should be studied and also should be compare to the total disable children population data present with statistical officer to pinpoint reason of discrepancies to accommodate large population of special children possibility of inclusion must be consider as solution and projects to introduce inclusion and mainstreaming must be started and evaluate to find out its effectiveness and scope in Pakistan as pointed out by UNICEF region office report(-2016) Meeting this goal of inclusion requires all structures and community-based services to be accessible to all members of the community without discrimination. 1'UNICEF fix goal to enable every child to take part in the progress of community In order

to achieve this goal of inclusion all community based services such as social work , health workers etc are required to perform their duties as fully as possible and reach to all parts of society without discrimination..

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APENDIX

“A”

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INTRODUCTORY INFORMATION :

NAME OF SCHOOL :

PRIVATE ☐ / GOVERNMENT ☐

NAME OF CHILD :

CLASS & AGE :

DISABILITY:

	QUESTIONNAIRE	
NO	QUESTIONS	ANSWERS
1	THE EDUCATION IS FREE IN SCHOOL?	YES <input type="checkbox"/>

		NO <input type="checkbox"/>
2	THE FREE UNIFORM IS PROVIDED TO STUDENTS?	YES <input type="checkbox"/> NO <input type="checkbox"/>
3	THE FREE BOOKS /BRAILLE BOOKS ARE PROVIDED TO STUDENTS?	YES <input type="checkbox"/> NO <input type="checkbox"/>
4	THE LIBRARY FACILITIES ARE PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
5	THE STIPEN / SCHOLERSHIP ARE GIVEN ON MONTHLY BASIS?	YES <input type="checkbox"/> NO <input type="checkbox"/>
6	THE FREE SPEECH THERAPIST SERVICES IS PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
7	THE SCHOOL PSYCHOLOGIST SERVICES ARE AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>

8	THE VOCATIONAL TEACHER IS PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
9	THE OCCUPATIONAL THERAPIST IS PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
10	THE PHYSIO THERAPIST IS AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>
11	THE PHYSICAL INSTRUCTOR / GAME TEACHER IS AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>
12	THE SPECIAL EDUCATION CLASS TEACHER IS PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
13	THE VOCATIONAL TEACHER TEACHED VOCATIONAL SUBJECTS?	YES <input type="checkbox"/> NO <input type="checkbox"/>
14	THE TEACHING ASSISTANTS OR PRIVATE TEACHERS ARE AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>

15	THE TEACHER FOR URGENT NEEDS IS PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
16	THE CHILDREN PARTICIPATED EXTERA-CURRICULAR ACTIVITIES SPORTS, TABLOO?	YES <input type="checkbox"/> NO <input type="checkbox"/>
17	THE PARENT TEACHER ASSOCIATION IS ESTABLISHED?	YES <input type="checkbox"/> NO <input type="checkbox"/>
18	THE SCHOOL IS ESTABLISHED IN ITS OWN BUILDING?	YES <input type="checkbox"/> NO <input type="checkbox"/>
19	THE SCHOOL BUILDING IS COMFORTABLE FIT FOR DISABLE STUDENT MOBILITY ETC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
20	THE CLEAN AND SWEET DRINKING WATER IS AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>

21	THE PLAY GROUND , OPEN SPACE AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>
22	THE FREE TRANSPORT FACILITY IS AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>
23	THE HOSTAL FACILITY IS AVAILABLE?	YES <input type="checkbox"/> NO <input type="checkbox"/>
24	THE EDUCATIONAL TOYS USE FOR CHILDREN?	YES <input type="checkbox"/> NO <input type="checkbox"/>
25	THE ELECTRONIC AV- AIDS AND ASSISTIVE DEVICES ARE PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
26	THE TV , DVD, TAPE RECORDER ENTERTAINMENT PRESENT &USED?	YES <input type="checkbox"/> NO <input type="checkbox"/>
27	THE MEENA BAZAR, MAILAD BAZMI ADABAD	YES <input type="checkbox"/>

	ETC ARRANGMENT ARE MADE?	NO <input type="checkbox"/>
28	THE VOCATIONAL CLASSES FOR TAILERING COOKING WOOD WORK ETC ARE ARRANGED?	YES <input type="checkbox"/> NO <input type="checkbox"/>
29	THE BRAILLE RELATED EQUIPMENTS FOR LEARNING BRAILLE ARE PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
30	THE AYA / ATTENDENT PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
31	THE AUDIOLOGY SERVICES / ARRANGMENTS ARE PROVIDED?	YES <input type="checkbox"/> NO <input type="checkbox"/>
32	THE GUIDENCE SERVICES FOR EMPLOYMENT IS PROVIDED?	YES <input type="checkbox"/> NO <input type="checkbox"/>

33	THE TELEPHONE SERVICE IS PROVIDED?	YES <input type="checkbox"/> NO <input type="checkbox"/>
34	THE WEB SITE[FACE BOOK]ETC PRESENT?	YES <input type="checkbox"/> NO <input type="checkbox"/>
35	THE SCHOOL MANAGEMENT COUNCIL IS ACTIVE?	YES <input type="checkbox"/> NO <input type="checkbox"/>

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